

Clearfield High School 931 South 1000 East Clearfield, Utah 84015

April 19-20, 2007





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Clearfield High School 931 South 1000 East Clearfield, Utah 84015

April 19-20, 2007

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Myron Cottam, Associate Superintendent

Brett Moulding, Director Curriculum and Instruction

Georgia Loutensock, Accreditation Specialist Curriculum and Instruction

Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 19-20, 2007, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Clearfield High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Michael Timothy is also commended.

The staff and administration are congratulated for their desire for excellence at Clearfield High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Clearfield High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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CLEARFIELD HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Michael Timothy	Principal
John Mills	<u> •</u>
Russ Zaugg	
Greg Wuthrich	
Chris Keime	
Cerissa Thompson	Administrative Intern

Counseling

Brad Goodwin	. Counseling Department Head
Helen Dehay	
Kathy Larsen	
Malissa Simonsen	
Stacey Sheridan	Counselor
John Smith	
Shauna Fowers	Registrar
Blaine Shaw Career Tech	- C

Support Staff

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Monica Kirkham	Kathy Holmes	Susan Zugg
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Patti Stanger	Connie Kearl	Custodial
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Margaret Cornelius	Dixie Rogers	John Garrick
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Michelle Hall

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Brad Wojciechowski Michael Wojciechowski Kit Workman

Kit Workman Nathan Wright

CLEARFIELD HIGH SCHOOL

MISSION STATEMENT

Our mission is to provide an educational experience that prepares students for productive lives beyond high school through rigor, relevance and relationships.

STATEMENTS OF BELIEF

- Clearfield High School teachers, administration, parents and community share the responsibility for advancing the school's mission and beliefs.
- A safe and comfortable learning environment encourages students to meet challenging expectations and make appropriate decisions.
- Student learning is enhanced when students are actively engaged in an atmosphere which fosters positive relationships and mutual respect among and between students and staff.
- Students best demonstrate the learning of essential knowledge and skills by solving problems and producing quality work in meaningful contexts.
- Self-esteem increases and life-long learning results when the school community provides services and resources that encourage each and every student to become confident, self-directed adults.

MEMBERS OF THE VISITING TEAM

Gloria Merrill, Murray School District, Visiting Team Chair

Jennifer Covington, Hillcrest Junior High School, Murray School District

Dan Elbert, Park City High School, Park City School District

Hilary Hays, Park City High School, Park City School District

Michele Kersey, Roy High School, Weber School District

Mark Mitchell, Alta High School, Jordan School District

VISITING TEAM REPORT

CLEARFIELD HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Clearfield High School first opened its doors in 1960. It has a current student population of 2,316 and serves students from Clearfield as well as the surrounding communities of Syracuse, Clinton, Sunset, West Point, Layton, and South Weber. Clearfield High School is rich in tradition and history and has an outstanding faculty, administration, and staff. The school also has excellent parental and community support.

Clearfield High School offers a variety of academic programs to its students, including an Air Force JROTC program, International Baccalaureate (IB) diploma program, 13 different Advanced Placement courses, and 26 concurrent enrollment courses. The school also offers Pro-Start, which is one of the only culinary arts programs in the district that is approved by the National Restaurant Association. For sophomore students Clearfield High School offers Link Crew, which is a sophomore orientation program to familiarize and integrate new students into the high school experience.

a) What significant findings were revealed by the school's analysis of its profile?

The Visiting Team found that enrollment at the school has increased steadily for the past four years. The school is extremely crowded, and 11 portable buildings are on the campus to help accommodate the large student body. Class sizes average 36 students. This overcrowding will ease next year with the opening of the neighboring Syracuse High School.

The school has identified a need to focus across the curriculum on reading, writing, and math to help students pass the Utah Basic Skills Competency Test. Over the past three years, the school's scores improved and then declined in each of the test areas of Reading, Writing, and Mathematics. The school has worked to remediate the declining test scores by assigning every 10th grade student to an advisory class in which UBSCT concepts are reviewed weekly. The Elementary Algebra and Geometry teachers are also reviewing UBSCT concepts in class to prepare students for the test. The Visiting Team suggests that the school make future decisions based on current research.

Changing community demographics have increased the number of students with limited English proficiency. The school recognizes a need to identify programs to help these students succeed. The school will be placing all A-level ELL students in a study skills and literacy class beginning with the 2008-2009 school year.

Stakeholders in the school feel that Clearfield High School is safe and orderly.

b) What modifications to the school profile should the school consider for the future?

The school has collected data in several areas of student achievement, but has not identified who is learning and who is not learning. Achievement and enrollment data have not been disaggregated so as to allow the school to see which subgroup(s) they need to focus on. The Visiting Team would suggest that a closer look at the disaggregated data could help answer the question of who is learning and who is not, and help guide the school leadership team to develop a plan to help all students succeed and achieve.

The Visiting Team encourages Clearfield High School to systematically collect and analyze pertinent data. This gathering effort should include data not currently included in the school profile, such as disaggregated attendance records, course grades, dropout rates, etc. For example, which gender, grade, or ethnic group is most likely to have students drop out? Once this information is available, it can guide decisions regarding school-wide, sustained professional development, expenditure of resources (including FTE), and the development of special programs.

The current data in the school profile would suggest that the school needs to focus on bullying and substance abuse education and prevention. Although stakeholders feel the school is safe and the school leadership has seen a decline in disciplinary actions, it is evident from the survey that bullying (including inappropriate racial remarks) and substance abuse are a continual concern. The Visiting Team suggests that the school leadership team work with the counseling department and other outside agencies to address these issues.

The school profile is the foundation for future school improvement efforts. In addition, the information gathered from the profile should help determine the desired results for student learning (DRSLs) and the immediate goals of the action plan.

Suggested Areas for Further Inquiry:

- Clearfield High School recognizes the need to identify who is not learning. Once these students are identified, the school can answer the questions, "Why are these students not learning?" and "What can we do to improve student learning for these students?"
- Currently, the school's profile focuses on standardized testing results. The school should also collect data regarding student learning at Clearfield High School.

- The school needs to further analyze the data that has been collected to identify how each subgroup (i.e. gender, grade, ethnicity, disadvantaged, special education, ESL) is performing, as well as identify achievement gaps.
- Clearfield High School's school leadership team should consider using the information gleaned from the data analysis to drive future decisions regarding professional development, curriculum development, and student assessment within the school.

CHAPTER 2: THE SELF-STUDY PROCESS

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

There is evidence from interviews with administrators, teachers, students, and parents that they were indeed aware of the accreditation process. All faculty and staff members were encouraged to participate. However, many faculty members did not engage in the process. Focus group leaders were asked to include parents and students in their groups. Some focus groups had several meetings that included all stakeholders, but the majority of the focus group reports were completed by a single person. Late-start meetings were occasionally used for collaboration. However, due to many faculty members leaving the school, they did not "buy in" to the accreditation process.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

Clearfield High School's self-study is complete, but lacks the depth of information needed to move the school forward. The self-study was an honest assessment of the many strengths of the school. Disaggregated data and sincere participation from all stakeholders are crucial in helping the school's stakeholders discover who they are where they need to go. It will be a challenge for the new administration to address the areas of concern.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Clearfield High School's desired results for student learning (DRSLs) are as follows:

Academic Excellence

Students will demonstrate creative problem solving, research and critical thinking skills that pertain to various disciplines and the use of progressive technology.

Effective Communication Skills

Students will demonstrate through active listening and speaking strategies: comprehension, collaboration, compromising and cooperation skills.

Social and Civic Responsibilities

Students will demonstrate respect to themselves and others, and develop the qualities of integrity and dependability to enable students to become productive, pro-active and globally aware citizens.

Shared Vision, Beliefs, Mission, and Goals:

a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?

In creating a shared vision for the school, it appears that a highly collaborative process was followed. Given the results of a multi-step process including stakeholders, surveys, and leadership, the assigned group created a mission and belief statements that are meaningful and relevant. According to faculty members, input and change were utilized to promote a sense of ownership and pride.

Utilizing a survey, the team was able to define ten items that would fuse and change to make up five belief statements and one mission that were clear and observable. The core of this team was made up of eight teachers, three students and parents, two administrators, and one group leader. This combination of stakeholders represents a balanced cross-section that helped to ensure the alignment of a current reality with desired outcomes. Members of the group need to be applauded for their collaboration in fostering the creation of a vision that is visible throughout the school.

b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?

Due to a new high school opening next year, about one-third of the faculty members will not be at Clearfield High School next fall. With this said, the school completed the herculean task of creating a set of belief statements to promote positive school outcomes for students. Evidence of this includes a focus on community, safety, and student learning.

c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

All stakeholders had input on the DRSLs, and there is a clear understanding that the DRSLs support the mission and belief statements. With the collaborative process and the creation of a meaningful mission and beliefs, there is theoretical support and a starting point. The difficulty lies not with the mission and belief statements, but with the DRSLs. The Visiting Team recommends that Clearfield High School revisit the DRSLs. The school may want to focus on fewer DRSLs that are measurable and can be attained within a reasonable time period.

While the DRSLs are posted throughout the school, there is not a shared vision that transcends all departments on how the DRSLs will affect an individual teacher's curriculum and instructional strategies or assessment methods. Over time, the DRSLs should be infused and integrated throughout all departments. The development of department goals that align with the schoolwide DRSLs will unify the school and hopefully raise the achievement level of all students, including at-risk students.

Curriculum Development:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?

The Visiting Team noted that the curriculum is based on clearly defined standards from the Utah State Core Curriculum and or/national standards. Curriculum mapping is an important component of successful implementation of the Core Curriculum at Clearfield High School. Some teachers are beginning to examine the curriculum and collaborate on methods for improving student achievement.

As Clearfield High School loses enrollment in the next year, the administration may want to revisit the current curriculum offered by the school and determine which programs need to be continued. It appears that there may not be enough students to support concurrent enrollment, AP courses, and the IB program. With limited resources, the school may choose to use additional FTE to focus on struggling learners (i.e., lower class size in foundation courses).

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

Clearfield High is commended for its use of curriculum mapping. There is evidence that some teachers in the math and science departments are collaborating

to align curricula to ensure that students are taught the core standards. These teachers are also beginning to collect data from the common assessments that they have developed. However, there is little evidence that essential knowledge or skills are clearly identified or prioritized by most departments/teachers. At this time, the faculty members do not see the correlation between curriculum planning and the DRSLs.

Each department's teachers are encouraged to collect and study data related to their courses so the curriculum can be updated and modified as needed. This will also allow dated, irrelevant, ineffective, and/or non-research-based aspects of the curriculum to be eliminated.

Quality Instructional Design:

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

From classroom observation, teacher interviews, and review of accreditation materials, it is clear that Clearfield High School's faculty cares about the students and wants them to achieve. The administration and faculty should be commended for creating time for teacher collaboration during the late-start days.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

The Visiting Team commends faculty members who are engaging students in a variety of meaningful learning experiences. The Visiting Team observed direct instruction in the majority of classrooms. Since the school is on a block schedule, the faculty could benefit by studying the effective use of time on the block schedule.

Clearfield High School should move quickly to expose all special education students to the regular curriculum taught by a highly qualified educator. In an age of inclusive classrooms and higher academic demands on all students, all teachers need to utilize instructional strategies (i.e., layered or differentiated curricula) that can assist not only students with learning disabilities, but all students in their classrooms.

It is imperative that the Clearfield High identify ELL learners and alert the faculty to the level of each ELL learner.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

It was clearly evident from discussions with students that the faculty is very willing to spend time before school, during lunch, and after school to assist students who want tutorial services. The school is beginning to design programs to help struggling learners before they fail a course. An alternative education program, 3 to 6, is housed at Clearfield High for students who are not successful in the day program. In addition, the school offers a myriad of extracurricular activities and clubs that support student learning.

Quality Assessment Systems:

a) To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?

Some of the departments at Clearfield High School have made noticeable efforts to use available student data to guide instruction and create remediation curricula related to the Utah Basic Skills Competency Test. The math and science departments have made noticeable efforts to create assessments of student learning that are aligned with essential knowledge, skills, and performance standards for student learning.

Clearfield High School does not have a process to assess both school-wide and individual student progress in achieving the academic expectations of the school. Clearfield High School's professional staff does not use data to assess the success of the school in achieving its civic and social expectations.

The Visiting Team's recommendation is for Clearfield High School to develop both a school-wide and individual student system to analyze data. Further, it is recommended that the Clearfield High School administration provide leadership in relation to professional development so that assessments are based on clearly articulated expectations for student achievement.

- b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?
 - The following types of assessment tools were observed during the visit: openended questions, selected response, written response, quizzes, and tests. The Visiting Team was unable to determine whether a wide variety of assessment tools are used in each course on a consistent basis.
- c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

The Visiting Team has determined that there are different grading and assessment practices in each department. The Visiting Team's recommendation would be to develop school-wide, consistent attendance, tardy, grading and late work policies.

Students and parents reported that there are teachers who do not use "fair" grading policies. This problem can be alleviated as the school moves toward standards-based assessment. The grade in each course should represent understanding of content rather than extra credit, participation points, or busy work.

Leadership for School Improvement:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

Students feel valued and important at Clearfield High School, and the teachers respect and trust their administration. Under the direction of the principal, many new programs have been implemented in recent years to encourage students to achieve (i.e., Small Learning Communities, open enrollment into Advanced Placement courses, the International Baccalaureate Program, and the Major/Minor Program).

The Visiting Team commends the administration for adopting a late-start day to increase time for faculty collaboration.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

Clearfield High has started to collect data regarding student learning and is beginning to create programs targeting specific students who are not learning. It appears that all stakeholders have not had the opportunity for meaningful involvement using data to determine the DRSLs and the school's action plan.

The math and science departments are collaborating for student success and have started to design formative assessments to determine which students are not learning.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

The administration actively supports teachers in its individual and group quests for improved instruction and student learning. However, there is little evidence of school-wide, research-based professional development to improve instruction. The school is beginning to experiment with standards-based assessment in the math and science departments, but has not created a comprehensive assessment system to measure improved student learning with regard to the DRSLs.

d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

The members of the school administration work extremely well as a team. They are visible in the hallways and lunch room during student passing times. Each member of the administrative team has very specific assignments, and the team meets weekly.

e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

The principal has focused time and energy on improving the environment of the school. He has painted, cleaned, and constructed new areas so students will have an appropriate educational environment.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

Clearfield High School does not currently have a school leadership team that guides the school improvement plan. All stakeholders have not been involved in studying data to determine who is learning and who is not learning. In addition, the school does not have a clear vision for current or future school-wide professional development that will affect student learning.

The parents expressed concerned that the school was called "the ghetto school" by students and parents from nearby communities. The new administration must immediately tackle this problem.

Community Building:

a) To what extent does the school foster community building and working relationships within the school?

After many interviews with students, it is clear that most students feel safe, comfortable, and secure at Clearfield High School. The parents are extremely supportive of the school, the administration, and the faculty. Many parents who were interviewed were alumni of the Clearfield High School. Falcon Pride is evident and celebrated.

The sophomore cadre is a great example of the effort the school has taken to ensure that students feel welcome. Students are in class, not wandering the hallways, during instructional time.

However, the Visiting Team feels there is a need for greater communication with parents. Parents felt they did not understand course offerings, graduation requirements, the UBSCT test, or the various programs (IB, DATC, concurrent enrollment, Major/Minor) available to the students. For example, parents explained that they did not know the difference between AP and concurrent classes or credit. One parent expressed concern that her child was truant from several classes for half the term before the parent had personal contact from the school. The school counselors can play a key role in providing such critical information to students and parents.

Sophomores who do not pass any portion of the UBSCT should have the information given to them in an interview with their counselor. Mailing a letter home does not provide sufficient information to the student and parent on the importance of the test or the various programs available to remediate. In addition, students who do not attend on the next testing date should have personal contact to get them to the make-up session. The school counselors should assist **all** students in becoming eligible for a basic diploma.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

Clearfield High School communicates with the school community through a quarterly newsletter, SEOP meetings, and parental access to student information online. The PTA struggles to find parents to be on the PTA board and help with activities. The Visiting Team recommends that the PTA join with the school in improving school policies (attendance, tardy, late work, grading), which in turn will improve student learning.

Culture of Continuous Improvement and Learning:

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

There is little evidence that the school has engaged in meaningful professional development to improve student learning. The Visiting Team would encourage the school to unite and study best practices (i.e., Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollock; Understanding by Design by Wiggins and McTighe; or Standards Make a Difference: The Influence of Standards on Classroom Assessment by Reeves). It is recommended that the school focus on a single area for at least one school year.

Under the direction of the administration, a Professional Development Committee could be developed to organize professional growth activities. This would include

studying and implementing new skills and knowledge gleaned from the study of "best practices." In addition, teachers should bring student work to the table and begin having conversations about how to improve student achievement in each course.

b) To what extent does the school create conditions that support productive change and continuous improvement?

Clearfield High School provides a positive and nurturing culture for both students and staff. It is evident from interviews and data that Clearfield High School has a somewhat fragmented and departmentalized organization. Faculty members are hoping the new principal will be a strong leader who will set high expectations and foster a climate for change.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. The school's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II - Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V - Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. Clearfield High School has established a culture of school improvement focused on student learning.

Standard VII - Preparation of Personnel

This standard is mostly met. Most professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII - Administration

This standard is met. The administration of Clearfield High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX - Teacher Load

This standard is not met. The school's accreditation status is "advised" for the 2006-2007 school year due to the number of teachers with excessive loads of over 210 students. This exceeds the total number of students instructed by any one teacher in any one grading period as set by the Utah State Office of Education and/or Northwest

Standard X – Activities

This standard is met. Clearfield High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?

The current action plan does not establish clear and defined SMART (specific, measurable, attainable, results-oriented and time bound) goals and benchmarks. The goals in the action plan should be explicit and easily trackable. The Visiting Team would suggest that the school revisit the action plan with the school leadership team to determine the school's priorities for improving student learning. During the next three years, the school could focus on one or two DRSLs that would have the greatest impact on students.

b) To what extent is there sufficient commitment to the action plan, school-wide and system-wide?

Clearfield High School will lose one-third of its students and faculty members next fall to the new Syracuse High School. This has created an unusual climate for school improvement. The Visiting Team is confident that the new administration will work to unite the school and guide the school improvement process.

c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?

Due to the anticipated change in the school's administration and faculty, the school has not defined a clear process for monitoring the goals in the action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the school's students, parents, faculty, staff, and administration for developing a long tradition of Falcon Pride. There are many teams, clubs, and activities for students to become involved in.
- The Visiting Team commends Clearfield High School's administration, faculty, and staff on creating an inviting, safe learning environment for students. The custodial staff is commended for keeping the building and grounds extremely clean and graffiti-free.

- The Visiting Team commends the principal for developing a responsive administrative team that manages the day-to-day operation of the school and enforces school policies.
- The faculty is commended on implementing Small Learning Communities for the students. This program has great potential to improve student learning at Clearfield High School.
- The math and science departments are commended for beginning to develop common formative assessments. Through this collaborative effort, teachers are becoming proactive about re-teaching and re-testing core standards as needed throughout the year.
- The ROTC, Visual Arts, Jewelry, and Welding teachers are commended for engaging all students in relevant, hands-on activities.

Recommendations:

- The Visiting Team recommends that Clearfield High School identify who is learning and who is not learning. Data should be gathered, disaggregated, and updated at the school and classroom levels annually. Once the struggling learners have been identified, prescriptive interventions can be designed.
- The Visiting Team recommends that the school revise its attendance policy. Excessive tardies, absences, and truancies need to be addressed with students and parents in a timely manner.
- Since Clearfield High School will have a new principal in the fall, the Visiting Team recommends that a school leadership team be formed and trained in the Collaborating for Student Achievement process.
- The Visiting Team recommends that a comprehensive professional development plan be designed, implemented, and evaluated. The school's plan should focus on a single area and use educational research to identify best practices.